DOCUMENT RESUME

ED 374 358 CG 025 472

AUTHOR Drakulich, J. Scott
TITLE The Role and Function of New Jersey Community College Counselors: What Is and What Should Be.
INSTITUTION New Jersey Community Coll. Counselors Association.
PUB DATE 92
NOTE 31p.
PUB TYPE Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Academic Advising; Career Counseling; *Community Colleges; Counseling; Counseling Effectiveness; *Counselor Characteristics; *Counselor Performance; *Counselor Role; Counselors; *Educational Counseling; Two Year Colleges
IDENTIFIERS *New Jersey

ABSTRACT

A study of community college counselors was conducted to determine what they actually do at work and what they think their professional responsibilities should be. Professional activities listed in the questionnaire included personal concerns, counseling, academic advising, scheduling classes, and financial aid counseling. To study outcome and process goals, 89 counselors at 15 New Jersey community colleges completed the Community College Counselors Goals Inventory. The categories on this inventory are grouped into general counseling goals, specific counseling goals, counseling qualifications, counseling approaches, and employment conditions and recognition. The weekly median number of clients seen was 30, and the median amount of time spent with each client was 30 minutes. Analysis of the results indicates that counselors spend (using mean percent): 19% of their time on individual academic advising; 18% on administrative work; 14% on personal concerns counseling; 10% on educational counseling; and 10% on career counseling. Overall, counselors would prefer to do less individual advising, administrative work, and transfer counseling, and focus more on personal concerns counseling and group counseling. There was a high degree of consistency in the importance of counselors possessing a Master's degree, adhering to professional ethical standards, advising all new students, and conducting counseling sessions in a private, confidential setting. (KM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 374 358

THE ROLE AND FUNCTION

of

NEW JERSEY COMMUNITY COLLEGE COUNSELORS

WHAT IS AND WHAT SHOULD BE

by

Dr. J. Scott Drakulich

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it

☐ Minor changes have been made to improve reproduction quality

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

J. SCOTT DRAKULICH

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CG025472

BEST COPY AVAILABLE

New Jersey Community College Counselor Association

Executive Committee 1992-93

Sherman Dix, Member at Large (91-93) (201) 684-6868 x5663
Passaic County Community College, College Blvd., Paterson, N.J. 07509

Kevin Dohrenwend, President (92-94) (908) 906-2546
Middlesex County College, Woodbridge Ave., Edison, N.J. 08818
FAX (908) 906-4655

J. Scott Drakulich, Treasurer (92-94) (201) 877-3370
Essex County College, 303 University Ave., Newark, N.J. 07102

Laurene Jones, Secretary (92-94) (609) 586-4800
Mercer County Community College, P.O. Box B, 1200 Old Trenton Rd., Trenton, N.J. 08690

Ronnie Kopp, Member at Large (91-93) (201) 361-5000 x485
County College of Morris, Route 10 & Center Grove Rd., Randolph, N.J. 07869 FAX (201) 361-4953

Ken Maugle, Member at Large (90-92) (908) 906-2546
Middlesex County College, Woodbridge Ave., Edison, N.J. 08818
FAX (908) 906-4655

Paul Michaud, Membership Chair (92-94) (908) 218-8860
Raritan Valley Community College, P.O. Box 3300, Somerville, N.J. 08876 FAX (908) 231-8811

Louise Rubalow, Vice President (92-94) (609) 894-9311
Burlington County College, Pemberton-Browns Mills Rd., Pemberton, N.J. 08068

Past Presidents:

Wes Fisher, (609) 468-5000, Gloucester County College, Tanyard & Salina Rds., Sewell, N.J. 08080

Newton Greiner, (908) 842-1900, Brookdale Community College, Newman Springs Rd., Lincroft, N.J. 07738

Ann Houpt, (908) 906-2546, Middlesex County College, Woodbridge Ave., Edison, N.J. 08818 FAX (908) 906-4655

Nancy Polonitza, (908) 255-0300, Ocean County College, College Drive, Toms River, N.J. 08753 FAX (908) 255-0444

Phil Wheeler, (201) 447-7100, Bergen Community College, 400 Paramus Rd., Paramus, N.J. 07652

ACKNOWLEDGMENTS

Grateful acknowledgment is expressed to the New Jersey Community College Counselors Association for inspiring and sponsoring this research effort. Special thanks and recognition go to the 1991-92 executive board members who carefully read this study and provided valuable input and suggestions.

Very special thanks and acknowledgment to Dr. Susan Mulligan (Essex County College) for sharing her statistical expertise and to Dr. Wilfredo Nieves, Dean of Liberal Arts (Essex County College) for helping offset our printing costs.

Sincere appreciation is extended to Dr. Ronnie Kopp (County College of Morris) and Ms. Peg Herald-Evans (Burlington County College) for giving their time to edit the final report.

Finally, a note of thanks to all of the counselors who took the time to respond to the comprehensive questionnaire.

INTRODUCTION AND BACKGROUND INFORMATION

In 1985 the New Jersey Community College Counselors Association (NJCCC) conducted a study to determine the demographic characteristics as well as professional responsibilities of community college counselors in the state. As the data was collected and discussed, it became evident that there existed an important concern that the study did not address. Specifically, the need existed for more information regarding the role, function and image of the counselor in a community college setting.

The status of community college counselors and student personnel programs in community colleges was first reviewed twenty-five years ago. At that time, the Carnegie Corporation gave the American Association of Community and Junior Colleges a grant to conduct a national study of student personnel programs. Later, in August, 1984, the American College Testing Program sponsored a colloquium in Traverse City, Michigan to review the role of those who work in student development and student services at community, technical and junior colleges. This colloquium resulted in the publication of a report titled, "Toward the Future Vitality of Student Development Services," edited by John S. Keyser (1985). The report included articles by Terry O'Banion, Ernest R. Leach, Lee Noel and Randi Levitz, Paul A. Elsner, and, John S. Keyser. These articles established a student development philosophy and purpose that has greatly affected the role and function of community college counselors today.

In addition to the above, in 1986, the Council for the Advancement of Standards for Student Services/Development Programs, published "Standards and Guidelines for Counseling Services" (Council .. 1986). This publication established a mission for community college counselors and suggested program goals, an organizational structure, facilities, and ethical standards. The role and functions that community college counselors in New Jersey have accepted relate philosophically to the Traverse City study and aforementioned standards.

As the role and function of a community college counselor is a dynamic construct, suggestions pertaining to change continue to be published in the professional literature. For example, Salomone (1990) suggested that counselors would have greater power over their own roles and functions if they considered the rules of politics. Cottone (1991) reviewed distinct roles for professional counselors with respect to assessment, remediation

and case management as related to the traditional psychological worldview and the emergent systemic worldview. Currently, counselors are discussing and debating the role of counselors as related to development functions which many community college counselors have accepted (see Van Hesteren, 1990; Robinson, 1990; and, Heck, 1990).

In addition to literature pertaining to the general role of counselors, some authors have examined the role of counselors working in different environments. Tennyson (1989) conducted a study to survey how secondary school counselors view their roles. Bishop (1990) reviewed the emerging institutional concerns of university counseling centers and the implications of such concerns on the role of the university counseling center counselor. With respect to community college counselors, Keim (1988) responded to the specific question, "Two-year college counselors: Who are they and what do they do?". Most recently, Carroll and Tarasuk (1991) reviewed the conceptual framework of a K-12 Developmental Comprehensive Guidance and Counseling Model and illustrated how this model could be integrated into an existing student services structure. The article by Carroll and Tarasuk in the Community College Review, Fall 1991 contains excellent pertinent references. Community college counselors are not only concerned about their role and function, but also are concerned about their image (Workman, 1986). One major impetus for this current study was the fact that New Jersey community college counselors share this concern.

DESCRIPTION AND PURPOSE OF STUDY

The purpose of this research effort is to determine current counselor activities and goals and compare them with activities and goals that the counselors believe they "should be" accomplishing.

The population surveyed are employed in a New Jersey community college setting and function as a counselor. Questionnaires were distributed by members of NJCCC on each campus. Approximately 130 questionnaires were distributed and 89 were completed.

The questionnaire (see Appendix A) contains demographic information as well as questions pertaining to activities in which counselors traditionally are involved. Part III of the questionnaire is a forty-two item (requiring eighty-four responses) Community College Counselor Goals Inventory. This inventory lists goal statements and requires the respondent to indicate how important the goal currently IS at their institution and, secondly, how important the goal SHOULD BE. The response categories were: A = of NO importance or not applicable; B = of LOW importance; C = of MEDIUM importance; D = of HIGH importance; and E = of EXTREMELY HIGH importance.

The questionnaire was developed by the author with suggestions from NJCCC executive board members. The questionnaire was sent to appropriate NJCCC members in late November, 1990. Data collection continued through April, 1991.

RESULTS

Questionnaires were obtained from 89 of the possible 130 respondents for a return rate of 68 percent. The distribution of respondents by college is in Table 1 below.

TABLE 1
Distribution of Respondents by College
N=89

College	# Respondents	College	# Respondents
Atlantic	0	Middlesex	12
Bergen	3	Morris	9
Brookdale	8	Ocean	7
Burlington	8	Passaic	3
Camden	1	Raritan Valley	9
Cumberland	5	Salem	0
Essex	11	Sussex	0
Gloucester	3	Union	4
Hudson	0	Warren	1
Mercer	5	TOTAL = 89	

Demographic data of the respondents may be found on Table 2 on the following page. The table contains the <u>percent</u> responding to each question. In general, a majority of the respondents were females (60%), were experienced counselors (61% worked 11 or more years as counselors), and 66 percent have been at their college for five or more years (26% percent have been at their college for 16 or more years). Eighty-seven (87) percent reported having completed a Master's degree or higher (21% completed an Ed.D. or Ph.D.). Approximately one-half of the respondents have NBCC certification and 43 percent are tenured. The median salary range of respondents is $35,001 to $40,000 with an overall range of $20,001 to over $55,001. The demographic characteristics are similar to those reported in the 1985 NJCCC characteristic study (taking into consideration the five year time difference).

One purpose of this study was to determine the activities in which counselors ARE currently engaged as well as to determine the activities in which counselors believed they SHOULD BE engaged. To accomplish this purpose, counselors were presented a

TABLE 2
Demographic Data of Respondents
(N=89)

N = PERCENT NR = no response

Sex: Male = 39
Female = 60
NR = 1

Years working as counselor:
0-4 = 10
5-10 = 25
11-15 = 23
16 plus = 38
NR = 4

Years working at college:
Less than 1 = 5
1-4 = 26
5-10 = 31
11-15 = 9
16 plus = 26
NR = 3

Tenured: Yes = 43
No = 57

Possibility of tenure in future of those not tenured (N=40)
Yes = 12
No = 87

Highest degree earned:
B.A. or B.S. = 13
M.A. or M.S. = 66
Ed.D. or Ph.D. = 21

Certification:
NBCC = 48
Social work = 7
None or NR = 45

Decentralized Services: Brookdale, Bergen, Cumberland, Essex and Passaic. Combination: Middlesex, Raritan. Others are centralized.

Salary:
$20,001 - 25,000 = 11
$25,001 - 30,000 = 17
$30,001 - 35,000 = 12
$35,001 - 40,000 = 12
$40,001 - 45,000 = 13
$45,001 - 50,000 = 8
$50,001 - 55,000 = 8
over $55,001 = 10
No response = 9

Length of contract:
12 month = 81
10 month = 16
8 month = 2
NR = 1

list of activities and asked to indicate the percent of time they ACTUALLY spent doing the activity as well as the percent of time they thought they SHOULD BE doing the activity. The activities were suggested by NJCCC's executive board based on their years of experience working at different colleges. The list of activities and the distribution of time may be found on Table 3 on page 6.

Table 3 lists the activity as well as the mean and median percent of time actually spent and the mean and median time that, in the opinion of the respondents, should be spent doing that activity. For example, an average of 14 percent of respondents time was spent in personal concerns counseling. However, respondents indicated they thought they should be spending an average of 18 percent of their time in personal concerns counseling. The median time spent should be interpreted slightly differently. The "typical" counselor (defined as the 50th %tile counselor) actually spent 10 percent of his/her time in personal concerns counseling but would like to have spent 20 percent of his/her time in personal concerns counseling. Further discussion of the results presented in this table and implications that can be made may be found in the "Discussion of Results" section.

Counselors were also asked to estimate the average number of clients they would see during a regular work week (not including registration periods etc.). In addition, they were asked to estimate the average amount of time they spent with a client during a session. Tables 4 and 5 on page 7 contains the results.

The data on Tables 4 and 5 graphically indicates the distribution of responses. The range of the estimated average of clients seen per week is from 5 or less to over 50. However, the median is 30 clients per week. The range of average time spent with a client (see Table 5) was from 10 minutes to over 50. Again, the median was 30. One may conclude that the typical community college counselor in New Jersey would see an average 30 students per week for approximately 30 minutes each. The wide range indicates considerable differences among counselors.

One of the most important purposes of this study was to determine the relative importance of different outcome and process goals. In order to accomplish this counselors at fifteen New Jersey community colleges completed a comprehensive Community College Counselors Goals Inventory. Counselors indicated how important the goal currently was at their institution as well as how important the goal should be. As described earlier, the inventory lists forty-two specific counseling goals (i.e. To provide personal counseling services to students; to help students schedule their courses). Counselors then indicated how important the goal currently was at their institution as well as how important the goal should be. The response possibilities ranged from "of no importance or not applicable" to "of extremely high importance".

For analysis and discussion purposes, the forty-two goal statements have been classified as: general counseling goals,

TABLE 3
Distribution of Time

Activity	Percent of time ACTUALLY spent (med.)	mean	Percent of time SHOULD BE spent (med.)	mean
Personal concerns counseling	(10)	14	(20)	18
Group counseling	(1)	5	(5)	8
Individual academic advising	(19)	19	(5)	11
Group academic advising	(0)	2	(0)	3
Scheduling students classes	(2)	7	(0)	3
Educational counseling	(5)	10	(7)	11
Administrative work	(10)	18	(7)	12
Career counseling	(6)	10	(8)	14
Transfer counseling	(5)	9	(5)	6
Financial aid counseling	(0)	2	(0)	1
Testing	(0)	1	(0)	2
Teaching	(0)	4	(0)	3
Research	(0)	1	(0)	2

Note: because of rounding and the nature of the responses, mean percents will not add up to 100.

TABLE 4
Estimated Average Number of Clients
Seen per Week
N=85

Average number of clients/week	Respondents x = 1
5 or less	xx 2
10	xxx 3
15	xxxxxxx 7
20	xxxxxxxxxx 10
25	xxxxxxxxxxx 12
30	xxxxxxxxxxxx 13
35	xxxxxxxxxxxxxxx 16
40	xxxxxx 6
45	xxxx 4
50	xxxx 4
over 50	xxxxxxxx 8

MEDIAN = 30

TABLE 5
Estimated Average Amount of Time
Spent with Client per Session
N = 82

Average time spent with client (min)	Respondents x = 1
10	xx 2
15	xx 2
20	xxxxxxxxxx 11
25	xxxx 4
30	xxxxxxxxxxxxxxxxxxxxxxx 25
35	xxxxxx 6
40	xxxxxxxxx 9
45	xxxxxxx 7
50	xxxxx 5
over 50	xxxxxxxxxx 11

MEDIAN = 30

specific counseling goals, counseling qualifications, counseling approaches, and employment conditions and recognition.

General counseling goals include: personal counseling services, vocational/career counseling, teaching, conducting research, transfer counseling and grant funding. In addition, five statements refer to academic advisement. General counseling goal statements are in Table 6, page 9.

Specific counseling goals are more narrowly focused. These include statements regarding: crisis counseling, short term therapy, long term therapy, referrals, college goals, long term goals, short term goals, providing services for disabled students, providing support groups, conducting drug prevention workshops, working with Health Service areas and serving on college-wide committees. Specific counseling goals may be found in Table 7, page 10.

The goal statements that relate to counselor qualifications may be found in Table 8, page 11. These statements relate to: counselors education, practicum experience, certification, licensure, specialization and ethical standards.

Goal statements related to counseling approaches may be found in Table 9, page 11. These five statements relate to: guiding students to realistic goals and self-development, the counselor's role as an intrusive agent of change, and student advocacy.

Goal statements related to employment conditions and recognition may be found in Table 10, page 12. These statements concern: location of services, counseling setting, involvement in contract negotiations, tenure, salary parity, and the understanding of the role of counselors by faculty and administrators. In addition, statements regarding the need to be recognized by students, faculty and administrators for the services counselors provide, may be found in Table 10.

Tables 6 through 10 may be similarly interpreted. The far left column contains the statement number as it is on the inventory and the corresponding goal statement. This is followed by the percent "IS" responses. In all cases, A = of NO importance or not applicable; B = of LOW importance; C = of MEDIUM importance; D = of HIGH importance; and, E = of EXTREMELY HIGH importance. Percent "IS" responses are followed by columns of percent "SHOULD BE" responses. A mean calculation is provided for both "IS" and "SHOULD BE" responses (N). The mean was calculated by weighting choices A through E on a 0 to 4 scale. The lowest mean possible would be 0.0 = "of NO importance" and the highest mean would be 4.0 = "of EXTREMELY HIGH" importance.

For example, in Table 6 on the following page, 12 percent of the respondents indicated that at their institution currently the goal to provide personal counseling services to students IS of "extremely high" importance; however, 36 percent indicated that

the goal to provide personal counseling SHOULD BE of "extremely high" importance. The implications of the data in Tables 6 - 10 will be discussed in the following section.

TABLE 6
Distribution of Responses
General Counseling Goals

Statement	IS %A	%B	%C	%D	%E	(mean)	SHOULD BE %A	%B	%C	%D	%E	(mean)
1-2. To provide personal counseling services to students.	6	25	36	21	12	(2.09)	1	5	16	41	36	(3.08)
5-6. To provide vocational/ career counseling.	1	14	38	27	18	(2.48)	1	1	8	40	49	(3.35)
13-14. To teach courses.	23	21	26	21	8	(1.69)	10	15	28	28	17	(2.27)
15-16. To conduct research.	41	33	18	7	1	(0.94)	13	24	31	23	10	(1.94)
19-20. To provide transfer counseling.	3	7	25	46	19	(2.70)	2	0	7	56	34	(3.20)
75-76. To work to obtain grant funding.	10	26	34	17	11	(1.93)	5	11	41	26	16	(2.37)
Advisement												
7-8. To advise all students for their classes.	7	14	33	23	24	(2.43)	8	32	21	26	11	(2.01)
9-10. To advise some (probation, financial aid, EOF etc.) students for their classes.	3	10	24	35	21	(2.63)	6	6	14	38	31	(2.87)
11-12. To advise all NEW students for their classes.	7	9	16	32	35	(2.80)	5	9	18	27	40	(2.89)
61-62. To hire peer/paraprofessional counselors to do advisement.	32	25	22	11	9	(1.40)	15	7	25	34	17	(2.32)
3-4. To help students schedule their classes.	2	18	22	35	23	(2.58)	5	28	29	26	11	(2.14)

TABLE 7
Distribution of Responses
Specific Counseling Goals

Statement	IS %A	%B	%C	%D	%E	(mean)	SHOULD BE %A	%B	%C	%D	%E	(mean)
17-18. To provide crisis counseling.	8	21	21	31	21	(2.35)	5	7	9	38	42	(3.05)
47-48. To provide short term therapy.	27	30	23	13	7	(1.41)	11	13	27	30	18	(2.31)
49-50. To provide long term therapy.	49	33	14	0	3	(0.74)	36	33	19	6	5	(1.08)
43-44. To refer students to outside agencies for assistance.	2	11	34	38	15	(2.51)	0	3	14	58	25	(3.04)
33-34. To guide people toward realistic and productive college goals.	2	15	25	33	25	(2.63)	2	0	2	44	51	(3.42)
31-32. To work with students to establish long term goals.	2	18	33	31	14	(2.36)	0	1	8	48	40	(3.30)
29-30. To work with students to establish short term goals.	5	14	35	28	18	(2.42)	2	1	10	47	39	(3.19)
21-22. To provide services for disabled students.	6	14	25	34	22	(2.52)	3	0	9	42	46	(3.26)
45-46. To provide support groups (i.e. AA, ACOA) for students.	14	26	34	19	7	(1.79)	3	6	28	32	31	(2.80)
83-84. To conduct drug prevention programs/workshops.	8	19	47	17	8	(1.97)	2	2	17	39	39	(3.10)
67-68. To work closely with the Health Services area.	16	23	30	21	7	(1.78)	5	5	22	44	21	(2.75)
69-70. To serve on college-wide committees.	2	8	28	35	26	(2.75)	0	3	17	44	35	(3.11)

TABLE 8
Distribution of Responses
Goals Related to Qualifications

Statement	IS %A	%B	%C	%D	%E	(mean)	SHOULD BE %A	%B	%C	%D	%E	(mean)
25-26. To have a Master's degree in counseling or a related field.	3	5	11	19	61	(3.30)	1	1	6	14	78	(3.67)
27-28. To have completed a practicum experience.	9	10	26	19	33	(2.58)	3	1	10	23	61	(3.39)
55-56. To be licensed by the state.	33	31	18	7	6	(1.16)	17	11	24	24	22	(2.22)
57-58. To be certified (NBCC etc.).	31	25	26	10	3	(1.27)	17	8	23	28	21	(2.28)
23-24. To become a specialist in a particular counseling area.	10	26	32	17	13	(1.95)	3	7	26	35	24	(2.72)
59-60. To adhere to professional, ethical standards.	2	13	14	17	55	(3.09)	1	1	1	9	86	(3.80)

TABLE 9
Distribution of Responses
Goals Related to Counseling Approaches

Statement	IS %A	%B	%C	%D	%E	(mean)	SHOULD BE %A	%B	%C	%D	%E	(mean)
33-34. To guide people toward realistic and productive college goals.	2	15	25	33	25	(2.63)	2	0	2	44	51	(3.42)
35-36. To be an intrusive agent of change.	15	19	43	16	6	(1.78)	3	6	27	41	22	(2.72)
37-38. To be a student advocate.	7	17	34	24	18	(2.29)	1	2	16	33	46	(3.22)
39-40. To assist students in self-development.	5	15	33	25	23	(2.46)	2	1	5	36	56	(3.42)
41-42. To assist students to interact with other students.	9	24	39	17	10	(1.95)	2	5	31	35	26	(2.79)

TABLE 10
Distribution of Responses
Goals Related to Employment Conditions and Recognition

Statement	IS %A	%B	%C	%D	%E	(mean)	SHOULD BE %A	%B	%C	%D	%E	(mean)
65-66. To provide services from a centralized location.	14	15	21	31	19	(2.27)	11	8	14	33	32	(2.67)
51-52. To conduct counseling sessions in a private, confidential setting.	10	8	21	15	46	(2.78)	3	0	3	11	81	(3.67)
71-72. To be involved in contract negotiations.	5	24	33	19	17	(2.20)	1	5	15	34	43	(3.16)
73-74. To have tenure, or be tenure tracked.	31	10	16	14	27	(1.96)	5	5	7	22	60	(3.31)
63-64. To have parity with the faculty regarding salary.	18	22	22	18	17	(1.94)	1	1	1	19	75	(3.69)
53-54. To make sure the faculty and administration understand the role of the counselor.	9	28	33	16	14	(1.96)	2	0	6	36	56	(3.43)
77-78. To be recognized by the students for the services we provide.	5	13	46	25	10	(2.24)	3	19	35	40	2	(3.14)
79-80. To be recognized by the faculty for the services we provide.	9	22	47	11	10	(1.92)	0	3	9	40	47	(3.31)
81-82. To be recognized by the administration for the	11	28	41	10	8	(1.72)	1	2	3	33	59	(3.48)

DISCUSSION OF RESULTS

The high response rate (68 percent) and the distribution of colleges whose counselors responded, may be considered representative of the population of counselors working in community colleges in New Jersey. The demographic characteristics indicate that the respondents include highly educated, certified and experienced counselors.

With regard to counselor activities, the current distribution of time spent doing various counseling activities and the preferred time (Table 3 page 6) indicates that counselors are currently most involved in individual academic advising (mean percent = 19% of total time), administrative work (18%), personal concerns counseling (14%), educational counseling (10%) and career counseling (10%). The preferred distribution of time would be, personal concerns counseling (18%), career counseling (14%), administrative work (12%), educational counseling (11%), and individual academic advising (11%). Basically, respondents indicated they would like to do less individual academic advising, administrative work and transfer counseling and more personal concerns counseling and group counseling. The mean percent distribution of how New Jersey community college counselors spend their time and how they would like to spend their time is similar to national data collected by Keim (1988) in 1983-84. The Keim data is presented in Table 11 below for comparative purposes.

Table 11
Distribution of Time - National Survey by Keim

Activity	Actual Time (%)	Preferred Time (%)
Academic and Educational Counseling	29	24
Vocational Counseling	16	17
Personal Counseling	11	15
Teaching	7	8
Administration	14	11
Testing	6	5
Professional Dev.	4	7
Research	3	4
Supervision	3	4
Other	7	5

With regard to the number of clients seen per week and the estimated average amount of time spent with a client per session (Tables 4 and 5 page 7),the wide range indicates just how varied each counselor's responsibilities and approach are. The range

for estimated number of clients seen per week was from 5 or less (2 respondents) to over 50 (8 respondents). The range for estimated average amount of time spent with a client per session was from 10 minutes (2 respondents) to over 50 minutes (11 respondents). The median number of clients seen per week was 30 and the median time spent with a client per session was 30 minutes.

In addition to an examination of current counselor activities, one of the most important purposes of this research study was to determine the relative importance of different outcome and process goals. With regard to goals, the distribution of respondents responses to forty-two goal statements may be found on Tables 6 - 10 on pages 9 to 12. Readers are encouraged to review the distribution for each goal statement. For purposes of discussion, emphasis will be placed on a review of the highest and lowest "IS" responses as well as highest and lowest "SHOULD BE" responses. In all instances the weighted mean was used for ranking purposes. In addition, in order to make the comparisons meaningful, mean differences between the "IS" and "SHOULD BE" responses will be discussed.

In order to discuss the data meaningfully the author ranked the weighted means of the counselors responses to the goal statements. Table 12 below contains the rank order (from highest to lowest importance) of the ten goals that counselors reported currently IS of most importance at their community college. The number of the goal and goal statement are listed along with the weighted mean value.

TABLE 12
Ten Highest "IS" Goals

Goal Statement	Weighted Mean
25-26. To have a Master's degree in counseling or related field.	3.30
59-60. To adhere to professional, ethical standards.	3.09
11-12. To advise all NEW students for their classes.	2.80
51-52. To conduct counseling sessions in a private, confidential setting.	2.78
69-70. To serve on college-wide committees.	2.75
19-20. To provide transfer counseling.	2.70
33-34. To guide people toward realistic and productive college goals.	2.63
9-10. To advise some (probation, FA, EOF etc.) students for their classes.	2.63
3-4. To help students schedule their courses.	2.58
27-28. To have completed a practicum.	2.58

The data on Table 12 may be compared to the lowest ten goal rankings. Table 13 below contains the rank order of the ten goals that counselors reported currently IS of lowest importance at their community college.

TABLE 13
Ten Lowest "IS" Goals

Goal Statement	Weighted Mean
49-50. To provide long term therapy.	0.74
15-16. To conduct research.	0.94
55-56. To be licensed by the state.	1.16
57-58. To be certified (NBCC etc.).	1.27
61-62. To hire peer/paraprofessional counselors to do advisement.	1.40
47-48. To provide short term therapy.	1.41
13-14. To teach courses.	1.69
81-82. To be recognized by the administration for the services we provide.	1.74
35-36. To be an intrusive agent of change.	1.78
45-46. To provide support groups (such as AA, ACOA) for students.	1.78

When examined together, the data on Table 12 and 13 may be used to describe what respondents believe are important counseling goals on their campus at the present time. In interpreting the data, it should be noted that the standard deviation is approximately 0.90 to 1.20 for the goal statements listed.

Just as Tables 12 and 13 present a sketch of what currently "IS", Tables 14 and 15 below will present a sketch of what counselors believe "SHOULD BE". Tables 14 and 15 may be found on the following page.

TABLE 14
Ten Highest "SHOULD BE" Goals

Goal Statement	Weighted Mean
59-60. To adhere to professional, ethical standards.	3.80
63-64. To have parity with the faculty regarding salary.	3.69
51-52. To conduct counseling sessions in a private, confidential setting.	3.67
25-26. To have a Master's degree in counseling or a related field.	3.67
81-82. To be recognized by the administration for the services we provide	3.48
53-54. To make sure the faculty and administration understand our role.	3.43
33-34. To guide people toward realistic & productive college goals.	3.42
39-40. To assist students in self-development.	3.42
27-28. To have completed a practicum.	3.39
5-6. To provide vocational counseling	3.35

TABLE 15
Ten Lowest "SHOULD BE" Goals

Goal Statement	Weighted Mean
49-50. To provide long term therapy.	1.08
15-16. To conduct research	1.94
7-8. To advise ALL students for their classes.	2.01
3-4. To help students schedule their courses.	2.14
55-56. To be licensed by the state.	2.22
13-14. To teach courses.	2.27
57-58. To be certified (NBCC etc.).	2.28
47-48. To provide short term therapy.	2.31
61-62. To hire peer/paraprofessional counselors to do advisement.	2.32
75-76. To work to obtain grant funding.	2.37

In an overall comparison of Tables 12 and 14 (Highest IS and SHOULD BE goals) a high degree of consistency exists between five "IS" and "SHOULD BE" statements. In general, counselors currently indicate it IS important and SHOULD BE important that counselors have a Master's degree, complete a practicum and adhere to professional ethical standards. They also indicate it IS important and SHOULD BE important to conduct counseling sessions in a private confidential setting and guide people toward realistic and productive college goals.

There were five goal statements that counselors indicate SHOULD BE important but are not currently of importance on their campus. The counselors indicate a desire to have parity with the faculty regarding salary as well as to be recognized by the administration for the services they provide. It was also considered important to make sure the faculty and administration understand the role of the counselor. In addition, it is considered "of high importance" to assist students in self-development and provide vocational counseling.

With regard to the comparison of the ten lowest "IS" goals (Table 13) and ten lowest "SHOULD BE" goals (Table 15) there is consistency in the ranking of six of the goal statements. Respondents indicate that the role of the counselor IS not and SHOULD NOT be to provide short or long term therapy. The hiring of peer/professional counselors to do advisement was also ranked low. Some other goals which consistently rank of low importance are: to conduct research, to teach, to be licensed by the state, and to be certified (NBCC etc.).

Another manner in which to review the data collected is to examine the difference between weighted mean "IS" and "SHOULD BE" responses. This comparison is important as it will indicate the counselors' perceived need for a change in certain goal areas. Table 16 on the following page lists ten goal statements whose weighted mean values between "IS" and "SHOULD BE" responses differed by 1.0 (approximately one standard deviation). It should be noted that a difference of 1.0 or greater does not necessarily indicate that the goal is of "high" or "extremely high" importance. It does indicate that there is a significance in the <u>difference</u> between the current level of importance of a goal and the level of importance the goal should be given. Table 16, "Difference Between "IS" and "SHOULD BE" Means" may be found on the following page.

TABLE 16
Difference Between "IS" and
"SHOULD BE" Means

Goal Statement	"IS" Mean	"SHOULD BE'Mean	Difference
63-64. To have parity with the with the faculty regarding salary.	1.94	3.69	1.75
81-82. To be recognized by the administration for the services we provide.	1.72	3.31	1.74
53-54. To make sure the faculty and administration understand the role of the counselor.	1.96	3.43	1.47
79-80. To be recognized by the faculty for the services we provide.	1.92	3.31	1.39
73-74. To have tenure, or be tenure tracked.	1.96	3.31	1.35
83-84. To conduct drug prevention programs/workshops.	1.97	3.10	1.13
55-56. To be licensed by the state.	1.16	2.22	1.06
45-46. To provide support groups (i.e. AA, ACOA) for students.	1.79	2.80	1.01
57-58. To be certified (NBCC etc.).	1.27	2.28	1.01
15-16. To conduct research	0.94	1.94	1.00

The area in which there is the greatest degree of difference between counselors' perceptions of what currently exists at their institution as important goals and what should exist relate to employment conditions and recognition. With regard to conditions, counselors indicate that having salary parity and tenure should be of "extremely high" importance. With regard to recognition, counselors believe it is of "extremely high" importance to be recognized by the faculty and administration for the services they provide as well as to have faculty and administrators understand the role of the counselor. This need for recognition and the understanding of the role of the counselor indicates that counselors need to market their services. In addition, as Salomone (1990) suggests, counselors would be wise to consider "the rules of politics" in order to have greater power (and perhaps recognition) over their role.

Counselors indicate that certification and licensure should become more emphasized in the future. Counselors also indicate

that conducting research should become more important. Research is one method for increasing the visibility of counseling on campus and may serve to help define the role of the counselor to various campus constituents. Another specific counseling goal that counselors indicate should be of more importance was to conduct drug prevention programs/workshops and provide more support groups for students.

In general, the activities of counselors working in a community college in New Jersey are similar to those working in other states. The percent of time spent in academic and educational counseling, vocational counseling and personal counseling is similar to the percent reported by Keim (1988). In addition, the desire to decrease the amount of time spent in academic and educational counseling and increase the amount of time spent in vocational and personal counseling is also shared by counselors in other states.

Community college counselors in New Jersey are concerned about their image and desire to be recognized by faculty and administrators for the services they provide. This is consistent with the image concern identified by Workman (1986) and is not unique to New Jersey community college counselors.

Even though the "development" functions are now being debated by members of the American Association for Counseling and Development, community college counselors in New Jersey provide services which have a developmental orientation. The overall counselor responses to this survey reflect a concern for positive human change, a desire to network and refer students when necessary, and a recognition of the need to integrate personal, academic and vocational counseling. According to information in Van Hesteren's article (1990) and other authors this may be considered counseling and development. Therefore, counselors working in New Jersey community colleges are working as counselors and development specialists.

SUMMARY AND RECOMMENDATIONS

The purpose of this research effort is to determine current counselor activities and goals and compare them with activities and goals that the counselors believe they "should be" accomplishing. In order to accomplish this, a comprehensive survey was mailed in December, 1990 to counselors who are employed in a community college setting and function as a counselor. Eighty-nine (89) out of a potential 130 (68%) counselors responded to this survey.

Counselors responding to the survey indicate a majority of their time is spent in: individual academic advising (mean percent = 19 percent of total time), administrative work (18%), personal concerns counseling (14%), educational counseling (10%), and career counseling (10%). The preferred distribution of time

would be: personal concerns counseling (18%), career counseling (14%), administrative work (12%), educational counseling (11%), and individual academic advising (11%). The mean distribution of how respondents spend their time and how they believe they should spend their time is similar to national data collected in 1984 from a survey of 524 two-year colleges (Keim, 1988). The median number of clients seen per week was 30 and the median time spent with each client was 30 minutes.

Examples of goals that counselors reported to be of high importance at their institutions at the present time were: to have a Master's degree in counseling or related field, to adhere to professional, ethical standards, to advise all NEW students for their classes, and to conduct counseling sessions in a private confidential setting. Examples of goals that counselors reported to be of low importance at their institutions at the present time were: to provide long-term therapy, to conduct research, to be licensed by the state and to be certified (NBCC etc.).

The above paragraph indicates the importance of certain goals on their campus at the present time. However, there were some areas counselors indicate that "SHOULD BE" of importance that currently are not, as well as some areas that are of importance but should not be of importance. Counselors do not believe they should be involved in the advisement of all students. Counselors indicate a desire to have parity with the faculty regarding salary as well as to be recognized by the administration for the services they provide. They also consider it of extremely high importance to make sure the faculty and administration understand the role of the counselor. The concern about image is not unique to community college counselors in New Jersey but has also been noted as a general concern of many community college counselors (Workman, 1986). Counselors responding to this survey further indicated a desire to have parity with faculty regarding salary and to be tenure tracked.

Other major differences exist in some of the more specific goals counselors believe should be of importance. There was an expressed desire to increase the awareness on their campus of drug prevention programs and workshops and provide support groups for students. Counselors also indicate that there should be an increase in importance given to licensure, certification, teaching and research.

Although the role and functions of counselors will undoubtedly (and should!) vary among community colleges in New Jersey, the data in this report presents a focus on the common concerns facing all community college counselors. The counseling model that appears to include all of the activities in which counselors are involved is a counseling and development model. As mentioned in Carroll (1991, p. 36)), the counselor has several roles. These are:

1."Coordinator - integrates resources from the college and wider community to establish a complete network of services for personal/social counseling as well as career development.
2. Consultant - offers professional expertise to administration, faculty, staff and other college community members on issues ranging from freshmen recruitment to retention and dropout prevention.
3. Counselor - provides a broad range of opportunities for problem solving and addressing personal issues in helping students develop as total people in group as well as individual sessions.
4. Teacher - gives small and large group instruction on topics ranging from drug and alcohol abuse to study skills, time management and improving one's self concept.
5. Manager - plans, implements and evaluates the overall system necessary for supporting, maintaining, and improving the comprehensive developmental counseling program."

Knowing what is now known regarding the role and concerns of community college counselors in New Jersey, it is recommended that the above model be reviewed by appropriate counseling administrators for possible use on their campus. Even though counseling goals and functions may vary widely from campus to campus, the model is sufficiently broad to be adaptable to most, if not all, campuses. An endorsement of a model may be the first step to working together to improve the image of counseling. It could also serve to unify counselors in their efforts to increase the understanding of the counselor's role and function among administrators and faculty members.

As Salomone (1990) suggests in an editorial, it may be time to become more politically aware. By working together to examine closely the New Jersey's community college counselor's role and function, a major first step has been taken. By further working together, it may be possible to greatly improve the current status of the counselor's role, functions and image.

In conclusion, this study is a descriptive study and has been used to review which counseling goals are currently important and which goals should be important. The available data lends itself for further research possibilities.

REFERENCES

Bishop, J.B. (1990). The University Counseling Center: An Agenda for the 1990's. Journal of Counseling and Development, 68, March/April, 408 - 413.

Carroll, B., & Tarasuk, P.E. (1991). A New Vision for Student Development Services for the 90's. Community College Review, 19 (2), 32 - 40.

Cottone, R. (1991). Counselor Roles According to Two Counseling Worldviews. Journal of Counseling & Development, 69, May, 398 - 401.

Council for the Advancement of Standards for Student Services/ Development Programs (1986). Standards and Guidelines for Counseling Services, CASSSDP, 31 - 36.

Heck, E.J. (1990). Identity Achievement or Diffusion: A Response to Van Hesteren and Ivey. Journal of Counseling and Development, 68, May-June, 532 - 533.

Keim, M.C. (1988). Two-year College Counselors: Who Are They and What Do They Do? Community College Review, 16 (1), 39 - 46.

Keyser, J.S. (Ed.) (1985). Toward Future Vitality of Student Development Services. American College Testing Service.

Robinson, S.E. (1990). Is Counseling the Same as Development? A Response to Van Hesteren and Ivey. Journal of Counseling and Development, 68, May-June, 529 - 531.

Salomone, P.R. (1990). On Roles and Politics. Career Development Quarterly, 38 (3), 195 - 197.

Tennyson, W.W., Miller, G.D., Skovholt, T.M. & Williams, R.C. (1989). How They View Their Role: A Survey of Counselors in Different Secondary Schools. Journal of Counseling and Development, 67, March, 399 - 403.

Van Hesteren, F. & Ivey, A.E. (1990). Point of View - Counseling and Development: Toward a New identity for a Profession in Transition. Journal of Counseling & Development, 68, May-June, 524 - 528.

Workman, J., Garstka, P. & Hudson, R. (1986). Community College Counselors' Image. Journal of College Student Personnel, 27, March, 185.

BEST COPY AVAILABLE

APPENDIX A

NEW JERSEY COMMUNITY COLLEGE COUNSELORS ASSOCIATION

COUNSELING GOALS INVENTORY

PART ONE: GENERAL INFORMATION

Please respond to the general and demographic questions below. You may omit responses to any questions you find objectionable or too personal.

1. College _____ Area/Dept/Office _____

2. Job title: _____

3. Sex: _____ Age:_____

4. Total years spent working as a counselor: _____

5. Total years spent working as a counselor at your college: ____

6. Are you tenured? Yes____ No____ If no, are you on a tenure track and may be tenured in the future? Yes____ No____

7. Degrees earned (majors).

8. Certifications and licenses:

9. Professional memberships:

10. Are the counseling services at your college centralized ____ or decentralized _____?

11. What is your current annual base salary range?
FULL-TIME EMPLOYEES ONLY!

$15,000-$20,000 ___	$35,001-$40,000 ____
$20,001-$25,000 ___	$40,001-$45,000 ____
$25,001-$30,000 ___	$45,001-$50,000 ____
$30,001-$35,000 ___	$50,001-$55,000 ____
	over $55,001 ____

Length of contract: 10 month____ or 12 month _____

12. What is the average number of clients you would see during a "typical" week (not including registration periods)? _____

13. What is the average amount of time you spend with each client during a "typical" session with a student (not including registration periods)? _____minutes.

PART II DISTRIBUTION OF TIME

Please indicate the approximate percent of time you spend doing the various counseling activities listed below. In addition, indicate the percent of time you believe SHOULD BE spent doing these activities. This should be a "typical" work week - NOT during registration. The percent should total 100 percent for the time actually spent as well as for the way your time should be spent.

ACTIVITY	PERCENT OF TIME ACTUALLY SPENT	PERCENT OF TIME SHOULD BE SPENT
Personal Concerns Counseling	_____	_____
Group Counseling	_____	_____
Individual Academic Advising	_____	_____
Group Academic Advising	_____	_____
Scheduling Students classes	_____	_____
Educational Counseling	_____	_____
Administrative Work	_____	_____
Career Counseling	_____	_____
Transfer Counseling	_____	_____
Financial Aid Counseling	_____	_____
Testing	_____	_____
Teaching	_____	_____
Research	_____	_____
Other	_____	_____

PART III COMMUNITY COLLEGE COUNSELORS GOALS INVENTORY

Below you will find different outcome and process goals statements. You are asked to respond to the goals statements in two different ways. First, you should indicate how important the goal currently IS at your institution. Second, you should indicate how important the goal SHOULD BE. In making your SHOULD BE choice you should not be limited by whether or not the goal will ever, realistically, be implemented by your college. The model used for this questionnaire is similar to the Community College Goals Inventory from Educational Testing Service.

Please circle your response using the following coding system.

A= of NO importance or not applicable.
B= of LOW importance
C= of MEDIUM importance
D= of HIGH importance
E= of EXTREMELY HIGH importance.

For each question you will mark TWO choices. The first choice, and all ODD choices will be your WHAT IS response. The second choice, and all EVEN choices will be your WHAT SHOULD BE choices. For example, for item one, "To provide personal counseling services to students", if you thought this IS of LOW importance on your campus, you would circle in the letter "B" for item 1. If you thought this SHOULD BE of EXTREMELY HIGH importance, you would circle the letter "E" for item 2.

1 - 2. To provide personal counseling services to students.	1. A B C D E is 2. A B C D E should be
3 - 4. To help students schedule their courses.	3. A B C D E is 4. A B C D E should be
5- 6. To provide vocational/career counseling.	5. A B C D E is 6. A B C D E should be
7 -8. To advise all students for their classes.	7. A B C D E is 8. A B C D E should be
9 - 10. To advise some (probation, financial aid, EOF etc.) students for their classes.	9. A B C D E is 10. A B C D E should be
11 - 12. To advise all NEW students for their classes.	11. A B C D E is 12. A B C D E should be
13 - 14. To teach courses.	13. A B C D E is 14. A B C D E should be
15 - 16. To conduct research.	15. A B C D E is 16. A B C D E should be

BEST COPY AVAILABLE

17 - 18.	To provide crisis counseling.	17. A B C D E is 18. A B C D E should be
19 - 20.	To provide transfer counseling.	19. A B C D E is 20. A B C D E should be
21 - 22.	To provide services for disabled students.	21. A B C D E is 22. A B C D E should be
23 - 24.	To become a specialist in a particular counseling area.	23. A B C D E is 24. A B C D E should be
25 - 26.	To have a Master`s degree in counseling or a related field.	25. A B C D E is 26. A B C D E should be
27 - 28.	To have completed a practicum experience.	27. A B C D E is 28. A B C D E should be
29 - 30.	To work with students to establish short term goals.	29. A B C D E is 30. A B C D E should be
31 - 32.	To work with students to establish long term goals.	31. A B C D E is 32. A B C D E should be
33 - 34.	To guide people toward realistic and productive college goals.	33. A B C D E is 34. A B C D E should be
35 - 36.	To be an intrusive agent of change.	35. A B C D E is 36. A B C D E should be
37 - 38.	To be a student advocate.	37. A B C D E is 38. A B C D E should be
39 - 40.	To assist students in self-development.	39. A B C D E is 40. A B C D E should be
41 - 42.	To assist students to interact with other students.	41. A B C D E is 42. A B C D E should be
43 - 44.	To refer students to outside agencies for assistance.	43. A B C D E is 44. A B C D E should be
45 - 46.	To provide support groups (such as AA, ACOA, AIDS) for students.	45. A B C D E is 46. A B C D E should be
47 - 48.	To provide short term therapy.	47. A B C D E is 48. A B C D E should be
49 - 50.	To provide long term therapy.	49. A B C D E is 50. A B C D E should be
51 - 52.	To conduct counseling sessions in a private, confidential setting.	51. A B C D E is 52. A B C D E should be

53 - 54.	To make sure the faculty and administration understand the role of the counselor.	53. A B C D E is 54. A B C D E should be
55 - 56.	To be licensed by the state.	55. A B C D E is 56. A B C D E should be
57 - 58.	To be certified (NBCC etc.)	57. A B C D E is 58. A B C D E should be
59 - 60.	To adhere to professional, ethical standards.	59. A B C D E is 60. A B C D E should be
61 - 62.	To hire peer/ paraprofessional counselors to do advisement.	61. A B C D E is 62. A B C D E should be
63 - 64.	To have parity with the faculty regarding salary.	63. A B C D E is 64. A B C D E should be
65 - 66.	To provide services from a centralized location.	65. A B C D E is 66. A B C D E should be
67 - 68.	To work closely with the Health Services Area.	67. A B C D E is 68. A B C D E should be
69 - 70.	To serve on college-wide committees.	69. A B C D E is 70. A B C D E should be
71 - 72.	To be involved in contract negotiations.	71. A B C D E is 72. A B C D E should be
73 - 74.	To have tenure, or be tenured tracked.	73. A B C D E is 74. A B C D E should be
75 - 76.	To work to obtain grant funding.	75. A B C D E is 76. A B C D E should be
77 - 78.	To be recognized by the students for the services we provide.	77. A B C D E is 78. A B C D E should be
79 - 80.	To be recognized by the faculty for the services we provide.	79. A B C D E is 80. A B C D E should be
81 - 82.	To be recognized by the administration for the services we provide.	81. A B C D E is 82. A B C D E should be
83 - 84.	To conduct drug prevention programs/workshops.	83. A B C D E is 84. A B C D E should be

WHEW!!! THE END AND THANK YOU!!